

RUBRIC FOR CHOOSING PRESENTER
2015 Symposium Rubric: Digital Instruction

Name: Presenter Candidate: _____

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)	Comments
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives are clearly and explicitly communicated, connected to Kentucky State Standards and referenced throughout lesson. Sub-objectives are aligned and reasonably sequenced to the lesson's major objective. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery that supports significant progress towards a standard and closing achievement gaps. There is evidence that digital tools are used appropriately and aligned with Kentucky State Digital Guidelines. 	<ul style="list-style-type: none"> Most learning objectives are communicated, and connected to Kentucky state standards and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson's major objective. Expectations for student performance are clear. There is evidence that most students demonstrate mastery that supports significant progress towards closing achievement gaps. 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to state standards and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives can be connected several ways without the use of digital tools. Expectations for student performance are vague. There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort. 	

Presenting Instructional Content with Digital Tools (Resources)	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking using digital tools guided by the teacher and process by the student to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • No irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • No irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • logical sequencing and segmenting; • No irrelevant, confusing, or non-essential information. 	
Lesson Structure	<ul style="list-style-type: none"> • The lesson is well prepared. • The lesson's structure is comprehensible, with a beginning, middle, and end. 	<ul style="list-style-type: none"> • The lesson needs preparation. • The lesson's structure is comprehensible, with a beginning, middle, and end. 	<ul style="list-style-type: none"> • The lesson does not start promptly. • The lesson has a arrangement, but may be missing closure or introductory elements. 	
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ excites students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ encourage student curiosity and suspense; ○ provide students with choices; ○ incorporate digital multimedia 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ sustain students' attention; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; ○ provide opportunities for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and 	

	<ul style="list-style-type: none"> ○ and technology tools; and ○ incorporate resources beyond the school • Activities can be game-like, involve simulations. • The preponderance of activities demands complex thinking and analysis. 	<ul style="list-style-type: none"> ○ for student-to-student interaction; ○ induce student curiosity and suspense; ○ provide students with choices; ○ incorporate multimedia and technology; and ○ incorporate resources beyond the school 	<ul style="list-style-type: none"> ○ incorporate resources beyond the school 	
Questioning And Closing the Gaps Evidence	<p>Teacher questions are varied and high-quality, providing a balanced mix of question and activity types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Students regularly show evidence of Gap closure by comparison. • Questions are consistently purposeful and coherent. • Questions are consistently sequenced with attention to the instructional goals. 	<p>Teacher questions are varied and high-quality, providing a balanced mix of question and activity types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Students regularly show evidence of Gap closure by comparison. • Questions are consistently purposeful and coherent. 	<p>Teacher questions are varied and high-quality, providing a balanced mix of question and activity types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ Creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked 	

Point System: **30 - Excellent**
Targeted points (20-30)

18 - Average

6 - Re-training